

**San Bernardino Valley College**  
**Course Outline for Psychology 112**  
**“Developmental Psychology: Child and Adolescent Psychology”**

**I. CATALOG DESCRIPTION**

- A. PSYCH 112: Developmental Psychology: Child and Adolescent Psychology  
3 hours lecture = 3 units

Survey of psychological growth of the normal individual from conception through adolescence with emphasis on stages of development.

Prerequisite: PSYCH 100

- B. SCHEDULE DESCRIPTION: Survey of psychological growth of the normal individual from conception through adolescence with emphasis on stages of development

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One**

**III. EXPECTED OUTCOMES FOR STUDENTS:**

Upon successful completion of this course, students should be able to:

- A. Discuss the stages of prenatal development, including the major changes in each stage and the effects of external factors that may interfere with prenatal development.
- B. Compare and contrast the predictable (a) physical, (b) cognitive, and (c) socio-emotional stages of people of different ages, including newborns, infants, preschool children, elementary-age children, and adolescents.
- C. Explain the major components and criticisms of important theories in developmental psychology, such as Piaget’s theory of cognitive development, Kohlberg’s stages of moral development, Freud’s theory of psychosexual development, Erikson’s theory of psychosocial development, and the learning theories of development.
- D. Apply implications for parenting based on research in such topics as bonding and attachment, development of sex roles, language, moral thinking, intelligence, personality, physical, emotional, and interpersonal relations, as well as determine the effects of divorce on children through adolescents.

- E. Construct a personal theory of the impact of childhood experience on adulthood, drawing from existing research and theory.
- F. Explain the influence of such social forces as family, peers, school, and television on development.

#### **IV. CONTENT:**

- A. Studying Development
  - 1. History and methods of studying development
  - 2. Theories of development
- B. Beginnings
  - 1. Genetics
  - 2. Prenatal development and birth
- C. The First Two Years
  - 1. Physical development
  - 2. Cognitive development
  - 3. Psychosocial development
- D. The Preschool Years
  - 1. Physical development
  - 2. Cognitive development
  - 3. Psychosocial development
- E. The Middle Years
  - 1. Physical development
  - 2. Cognitive development
  - 3. Psychosocial development
- F. Adolescence
  - 1. Physical development
  - 2. Cognitive development
  - 3. Psychosocial development

#### **V. METHODS OF INSTRUCTION**

The course is designed under the lecture/discussion format. The instructional methods to be used include:

- A. Lecture
- B. Class and group discussions of significant issues and topics
- C. Relevant videotapes and films
- D. Written assignments on personal issues, both in and out of class
- E. Skill exercises
- F. Small group activities
- G. Research papers
- H. Field trips
- I. Computer-Assisted Instruction

## VI. TYPICAL ASSIGNMENTS

- A. Reading both in and out of class in preparation for exams and paper-writing on child and adolescent issues, such as toilet-training or attention-deficit disorder
- B. Class and group discussion of significant issues and topic in preparation for exams and paper-writing on child and adolescent issues, such as the difference between mental retardation and learning disabilities
- C. View relevant videotapes and films in preparation for exams and paper-writing on child and adolescent issues, such as films on cognitive development or parenting styles
- D. Written assignments on child and adolescent issues frequently graded.
- E. Skill-development exercises either written or demonstrated
- F. Small group activities, such as development of parenting responses to specific child and adolescent behaviors
- G. Research papers on self-chosen, personally relevant topic.
- H. Field trips to specific educational or career-skill workshops

## VII. EVALUATION

A. **Methods of Evaluation:** This will vary from instructor to instructor, but may include true-false tests, multiple choice tests, or sentence completion tests. In addition, written components such as essay tests, writing tasks (i.e. journals, summary reviews, interpretive essays, and/or term projects) may be included. Telecomputing can include downloading and uploading reading and writing tasks, on-line discussion, and computer tutorials.

B. **Frequency of Evaluation:** This will depend on the type of evaluation (i.e. “objective” or essay), evaluation will take place periodically throughout the semester with enough frequency to be sufficient to measure student progress and will be sensitive to the various learning styles of students. Typically this could be weekly quizzes or papers, or could be one or two midterm exams, plus a final exam and/or semester project.

Student assignments outside of class are assumed to be the equivalent of 6 hours per week and may include reading, computer-assisted instruction, writing tasks, preparing for exams, and/or study group discussions.

Grading may be comparative within a class or may be based on an absolute standard.

C. **Typical Exam Questions:** These might include essay questions asking students to describe three ways parents can help children raise their intelligence, or three ways parents can respond to help a child diagnosed as ADHD, or could include multiple-choice questions asking which statement is not recommended to promote good self-esteem, or which statement is true of authoritative parents.

**VIII. TYPICAL TEXT(S):**

Papalia, L. Child World, 8<sup>th</sup> ed., New York: McGraw Hill, 1999.

Seiffert, K. and Hoffnung, R. Child and Adolescent Development, 5<sup>th</sup> ed., Boston, MA.: Houghton Mifflin, 2000.

Vasta, R., Haith, M.M., and Miller. Child Psychology, 3<sup>rd</sup> ed., New York: John Wiley and Sons, 1999.

**IX. OTHER SUPPLIES REQUIRED OF STUDENTS:** None